

Supervisory/Managerial Performance Plan

PRIVACY ACT STATEMENT

Purpose: These records are maintained to document employee performance and to assist in making decisions about employees.

Authority: This data is collected pursuant to Sections 1104, 3321, 4301-4305, and 5405 of Title 5 of the U.S. Code; and Executive Orders 12107 and 9397.

Routine Uses: Data will be used for any of the routine uses published by the Office of Personnel Management in Privacy Act System OPM/GOVT-2, Employee Performance File System Records, available at <http://www.defenselink.mil/privacy/govwide/>.

DISCLOSURE IS VOLUNTARY. You are asked to sign this form and provide any comments. Providing this information is voluntary. No actions will be taken against employees who fail to provide a signature and/or comments.

ADMINISTRATIVE SECTION

Employee Name	Social Security Number	Position Description Number
Position Title, Pay Plan, and Grade		
Office Symbol	Rating From	Rating To
Date of Initial Meeting		

All DLA managers and supervisors share certain, critical responsibilities for achieving performance excellence. Set forth below, these competencies reflect the values of DLA - what is important to DLA as an organization - and they are shared by all DLA managers/supervisors. The rated employee and his/her rating official review these responsibilities to ensure mutual understanding.

SECTION I

MANAGERIAL COMPETENCIES	Rating Levels				
1. LEADERSHIP	EXCEPTIONAL	SUPERIOR	SOLID PERFORMANCE	MA*	UNACCEPTABLE PERFORMANCE
Inspires, motivates, and guides others toward strategic/operational goals and corporate values. Coaches, mentors, and challenges staff and adapts leadership style to various situations. Consistently demonstrates decisiveness in day-to-day actions. Takes unpopular positions when necessary. Faces adversity head on. Rallies support and strives for consensus to accomplish tasks. Leads by personal example. Demonstrates concern for employees' welfare and safety, by continuously monitoring and eliminating potentially hazardous or unhealthy work situations.	<ul style="list-style-type: none"> - Inspiring motivator and trainer, consistently builds winners. - Superb organizer, great foresight, gets ahead of problems. - Leadership achievements dramatically further organizational goals and objectives. - Perseveres through the toughest challenges and inspires others. - Exceptional communicator. - Makes subordinates safety-conscious, maintains top safety record. - Constantly improves the professional lives of others. 		<ul style="list-style-type: none"> - Effectively motivates, trains and develops subordinates. - Solves problems as they occur. - Sets/achieves useful, realistic goals that support agency goals and objectives. - Performs well in stressful situations. - Clearly communicates in a timely manner to subordinates and management. - Ensures safety of personnel and equipment. - Routinely considers subordinates' personal and professional welfare. 		<ul style="list-style-type: none"> - Fails to motivate, train or develop subordinates. - Fails to organize, creates problems for subordinates. - Does not set or achieve goals relevant to agency goals and objectives. - Lacks ability to cope with or tolerate stress. - Inadequate communicator. - Tolerates hazards or unsafe practices. - Does not attend to welfare of subordinates.

*Level 2 RATING = MINIMALLY ACCEPTABLE

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2. TEAMWORK	EXCEPTIONAL	SUPERIOR	SOLID PERFORMANCE	MA*	UNACCEPTABLE PERFORMANCE
<p>Encourages a participative approach to work, fostering cooperation, pride, dialogue, and trust. Creates strong spirit and morale. Defines success in terms of the whole team and fosters teamwork. Works well with teams and others across the organization/enterprise to achieve goals. Consistently places team priorities before personal priorities.</p>	<ul style="list-style-type: none"> - Widely recognized as a team builder, teacher, coach and inspires cooperation and progress. - Talented mentor, focuses goals and techniques for team. - The best at accepting and offering team direction. - Peerless teacher, selflessly imparts expertise to subordinates, peers, and seniors. - Attitude toward subordinate development is infectious, extending beyond the team. - Creates an environment for continuous learning, pursuing development opportunities for subordinates, with intent to increase individual and organizational effectiveness. 		<ul style="list-style-type: none"> - Reinforces others' efforts, meets personal commitments to team. - Understands team goals, employs good teamwork techniques. - Accepts and offers team direction. - Effectively imparts skills to subordinates. - Consistently challenges subordinates to exceed their perceived potential thereby enhancing team morale and effectiveness. - Encourages subordinate development. - Fosters motivation and enhances morale. - Encourages initiative and candor among subordinates. 		<ul style="list-style-type: none"> - Creates conflict, unwilling to work with others, puts self above team. - Fails to understand team goals or teamwork techniques. - Does not take directions well. - Does not challenge subordinates to exceed their perceived potential. - Does not support teams in meeting agency goals and objectives.
3. ORAL AND WRITTEN COMMUNICATIONS	EXCEPTIONAL	SUPERIOR	SOLID PERFORMANCE	MA*	UNACCEPTABLE PERFORMANCE
<p>Presents ideas and information both verbally and in writing in a clear, concise manner. Shares relevant information. Informs others on a timely basis. Consistently shows a great deal of understanding, courtesy, tact, empathy, and concern when communicating with others. Demonstrates very effective listening, and questioning skills.</p>	<ul style="list-style-type: none"> - Able to make considerable impact on mission accomplishment through the use of oral and written communications. - Highly developed facility in verbal communication. - Adept in composing written documents of the highest quality. - Combines presence and verbal skills that engender confidence and achieve understanding irrespective of the setting, situation, or size of the group addressed. - Consistently displays a strong sense of when and how to listen. 		<ul style="list-style-type: none"> - Skilled in receiving and conveying information. - Communicates effectively in performance of duties. - Clearly articulates thoughts and ideas, verbally and in writing. - Communication in all forms is accurate, intelligible, concise, and timely. - Communicates with clarity ensuring understanding of intent or purpose. - Encourages and considers the contribution of others. - Usually displays a sense of when and how to listen. 		<ul style="list-style-type: none"> - Does not demonstrate skill in receiving and conveying information. - Does not effectively communicate in performance of duties. - Does not listen to others. - Does not demonstrate courtesy, tact, empathy and concern to subordinates. - Holds information from subordinates that could be used to the benefit of the employee/team. - Does not demonstrate an understanding of when and how to listen.

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4. STRATEGIC FOCUS	EXCEPTIONAL	SUPERIOR	SOLID PERFORMANCE	MA*	UNACCEPTABLE PERFORMANCE
<p>Has broad knowledge and perspective on the strategic issues facing the organization/agency. Can relate strategic objectives and enterprise focus to operational activities.</p>	<ul style="list-style-type: none"> - Strategic results far surpass expectations. - Leads organizational change, effectively communicating the agency's mission, core values, and strategic goals. Responds creatively to changing circumstances. 		<ul style="list-style-type: none"> - Consistently produces quality results while measurably improving assigned strategic areas of performance. - Ability to link strategic goals and objectives to work assignments and effectively relay that linkage to subordinates. 		<ul style="list-style-type: none"> - Unable to relate strategic objectives to operational activities. - Does not produce the metrics needed to support assigned objectives/strategies. - Inability to clearly communicate how subordinates' work impacts the agency strategic goals and objectives.
5. RESPONSIBILITY/ACCOUNTABILITY	EXCEPTIONAL	SUPERIOR	SOLID PERFORMANCE	MA*	UNACCEPTABLE PERFORMANCE
<p>Acts in the best interest of the organization/agency. Takes responsibility for personal actions, takes/proposes timely and adequate corrective measures. Establishes or supports organizational and personal performance goals that are challenging and reflect mission goals. Honors commitments and obligations. Gives honest and respectful feedback to coworkers and subordinates. Conducts or requires others to conduct accurate, un-inflated, and timely performance evaluations. Ensures that an internal control system for efficient and effective management of programs, security policies, and daily operations is in place to safeguard against waste, fraud, unauthorized use, or misappropriation, to ensure that revenues and expenditures applicable to DLA operations are properly recorded and accounted for to permit the preparation of accounts and reliable financial statistical reports, and to ensure that proper accountability is maintained.</p>	<ul style="list-style-type: none"> - Steadfast in acting in the best interest of the organization/ agency. - Consistently accepts responsibility for difficult mission oriented taskings that require sensitive corrective actions to resolve problems, and accepts accountability for the actions taken by subordinates. - Peers and subordinates respect the manner in which feedback is given to them. 		<ul style="list-style-type: none"> - Demonstrates the understanding and ability to act in the best interest of the organization/agency. - Demonstrates consistently the ability to take responsibility and make decisive choices that lead to positive remedial measures. - Encourages and supports subordinates to establish personal performance goals that align to agency goals and objectives. - Prepares un-inflated evaluations that are consistently submitted on time. - Confidently approaches problems and accepts responsibility for the outcome. - Subordinates' evaluations are submitted on time. 		<ul style="list-style-type: none"> - Acts in the best interest of self. - Quick to blame others. - Ineffectively supports mission goals and does not demonstrate the ability to relate personal performance goals to mission goals. - Consistently unable to honor commitments and obligations. - Has difficulty providing honest and respectful feedback to coworkers and subordinates. - Submits untimely or administratively incorrect evaluations. - Submits evaluations that contain inflated ratings and are returned by management. - Lacks confidence in approaching problems and does not accept responsibility for the outcome.

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6. CUSTOMER SERVICE	EXCEPTIONAL	SUPERIOR	SOLID PERFORMANCE	MA*	UNACCEPTABLE PERFORMANCE
<p>Demonstrates a commitment to working with both internal and external customers. Identifies and resolves issues and concerns. Demonstrates commitment to providing high quality service. Continuously assesses service delivery performance from the customers' point of view. Anticipates and meets or exceeds customer expectations.</p>	<ul style="list-style-type: none"> - Builds strong alliances with internal and external customers and stakeholders for making decisions, and gaining cooperation to achieve mutually satisfying solutions. - Aggressively initiates customer resolution actions and manages risks to consistently support the customer. 		<ul style="list-style-type: none"> - Personal conduct with customers reflects a high standard of customer satisfaction. - Actively seeks and fosters tools and support systems to improve ability to contribute toward satisfying the customer. - Communicates to subordinates the importance of customer focus as a critical component of the agency's mission. - Demonstrates the ability to listen to customers, analyzes their feedback to identify their needs and expectations, and acts to continuously improve their perception of the agency. - Instills customer trust. - Receives recurring positive customer feedback on team's performance. 		<ul style="list-style-type: none"> - Ineffective in understanding and resolving internal or external customers problems. - Unable to identify and resolve customer issues and concerns. - Provides poor customer service. - Unable to understand the customers' points of view. - Does not understand customers' expectations. - Does not instill an understanding to subordinates that service delivery performance is critical to the customer and the agency's mission. - Numerous complaints about expectations are received from the customer.
7. PROFESSIONALISM	EXCEPTIONAL	SUPERIOR	SOLID PERFORMANCE	MA*	UNACCEPTABLE PERFORMANCE
<p>Acts with integrity. Is trusted by others. Treats people fairly. Is seen as a direct and truthful individual and keeps confidences of others. Does not misrepresent him/herself for personal gain. Displays high standard of ethical conduct and understands how violating these standards would impact the organization, self, and others. Applies sound work ethic and standards. Fosters a work culture that promotes respect for others and discourages hurtful behavior.</p>	<ul style="list-style-type: none"> - Consistently demonstrates honesty and integrity when dealing with others. - Recognized expert, sought after to solve difficult interpersonal problems. - Exceptionally skilled in coaching and communicating positive behavior in the workforce and uses innovative ideas and concepts to relay proper behavior. - Achieves professional development and is an example to subordinates. - Admired for fairness and human respect. - Leader and model contributor to office cohesiveness and morale. 		<ul style="list-style-type: none"> - Recognized by subordinates, peers and management as being honest, having integrity and is ethical. - Demonstrates professional confidence and consistently focuses on the positive aspects of individuals' capabilities in the workforce. - Competently performs both routine and new tasks with tact, finesse, sound judgment and ethics. - Steadily improves professional skills. - Maintains a work culture that encourages respect and dignity. Takes immediate action to address hurtful/harmful behavior. 		<ul style="list-style-type: none"> - Does not keep confidences and demonstrates hurtful behavior that can have a negative impact upon an individual's professional standing in the organization. - Misstates official position at meeting(s). - Provides misleading, inaccurate, or withholds information for personal gain. - Does not apply basic professional skills. - Fails to develop professionally.

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8. RESOURCE STEWARDSHIP	EXCEPTIONAL	SUPERIOR	SOLID PERFORMANCE	MA*	UNACCEPTABLE PERFORMANCE
<p>Demonstrates responsibility for assigned resources. Conducts resource planning, execution, and evaluation. Performs the full range of human resource management functions, to include responsibility for position management, ensuring that organizations are staffed with the proper types, numbers, and grade levels of positions; staff is properly selected, developed, utilized, appraised, and recognized; and that staff members are treated fairly. Contributes, promotes, and implements the furthering of Equal Employment Opportunity (EEO) through individual personal efforts. Demonstrates commitment to agency's EEO goals. Demonstrates affirmative efforts to improve all personnel actions. Facilitates the provision of reasonable accommodations and dispute resolutions. Demonstrates commitment to non-discrimination in the workplace. Supports Special Emphasis Programs (SEPs).</p>	<ul style="list-style-type: none"> - Recognizes and seeks out alternative and creative funding sources, opportunities for streamlined operations, and the implementation of new or modified technology; and seeks out opportunities for subordinates. - Emulates; recognized as an expert, sought after to solve difficult resource problems. - Resource planning/execution has significant impact on goals and objectives. - Fosters an environment that precludes discriminatory practices, bias, and harassment; takes active role to raise level of awareness of EEO goals, objectives, and policies to supervised workforce. - Takes a personal role in SEP events; suggests topics, provides resources, serves as a speaker; participates in planning; and attends and encourages subordinates to attend scheduled events. - Actively participates in agency initiatives that target minorities, women, and people with disabilities. - Internalizes goals of Agency's Affirmative Employment Program (AEP); continuously examines agency's parity goals and workforce statistics; and takes actions to ensure that workforce in various grade levels, occupational series, etc., is reflective of the civilian labor force. - Widely recognized in supporting the achievements of minorities, women, and people with disabilities through the use of incentive awards and recognition programs. 		<ul style="list-style-type: none"> - Consistently produces quality results while measurably improving office performance. - Consistently makes effective use of time and resources. - Resource planning and execution has a positive impact on organizational goals and objectives. - Resource decisions contribute directly to unit cohesiveness and morale. - Consistently treats others with fairness and respect. - Does not condone bias or harassment in or outside the workplace. - Takes actions which communicate that discriminatory practices, bias, and harassment will not be tolerated; communicates EEO goals, objectives, and policies to supervised workforce; identifies barriers. - Attends and encourages subordinates to attend SEPs. - Participates in agency initiatives that target minorities, women, and people with disabilities. - Takes initiatives to meet the Agency's AEP and parity goals; reviews own workforce statistics to identify steps that could be taken to ensure that the workforce is more reflective of the civilian labor force. - Nominates minorities, women, and people with disabilities for incentive awards and recognition. 		<ul style="list-style-type: none"> - Does not manage resources effectively/efficiently. - Does not demonstrate an understanding of the impact of resource planning, execution, and evaluation on the performance of identified goals and objectives. - Does not properly select staff, nor utilize staff effectively. - Tolerates prohibited personnel/discriminatory practices. - Fails to take actions to ensure workforce reflects civilian labor force. - Does not participate in, or encourage workforce to participate in special emphasis programs.

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9. INNOVATION AND INITIATIVE	EXCEPTIONAL	SUPERIOR	SOLID PERFORMANCE	MA*	UNACCEPTABLE PERFORMANCE
<p>Displays a high level of initiative, effort, and commitment to sound business practices. Supports continuous improvement. Consistently seizes opportunities when they arise and produces quality work products. Keeps current on emerging concepts and issues. Pursues professional development.</p>	<ul style="list-style-type: none"> - Highly motivated and proactive. - Remarkable ability to anticipate mission requirements and quickly formulate original, far-reaching solutions. - Always takes decisive, effective action. - Develops innovative ways to accomplish agency goals and objectives. - Plans/prioritizes with exceptional skill and foresight. - Gets jobs done earlier and far better than expected. - Consistently seeks out and demonstrates the ability to infuse state-of-the-art concepts into everyday work to improve processes and reduce costs. - Aggressively pursues and follows through with personal and professional development and applies the competencies learned. - Able to influence programs that are not under direct control. 		<ul style="list-style-type: none"> - Takes initiative to meet goals and objectives. - Self-motivated and action-oriented. - Foresight and energy consistently transform opportunity into action. - Develops and pursues creative, innovative solutions. - Acts without prompting. - Self-starter. - Plans priorities effectively. - Always gets the job done. - Seeks out and understands how emerging concepts and issues can improve the organization's effectiveness. - Independently pursues professional development. 		<ul style="list-style-type: none"> - Does not make the effort to meet goals and objectives. - Does not plan or prioritize adequately. - Does not demonstrate sound business practices that produce quality work. - Fails to get the job done. - Does not keep current on emerging concepts and issues that can improve the organization's effectiveness. - Does not pursue professional development, when warranted.

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SECTION II - ESTABLISHING CRITICAL AND NON-CRITICAL JOB ELEMENTS AND PERFORMANCE STANDARDS

10. TO BE COMPLETED AT THE INITIAL PERFORMANCE RATING MEETING

a. CRITICAL AND NON-CRITICAL JOB ELEMENTS (& Linkage to Strategic or Operational Goals/Objectives/Initiatives)	b. PERFORMANCE STANDARDS	c. C or NC *	d. Employee Initials

* Denote C for Critical or NC for Non-critical

11. Certification: The above listed critical and non-critical job elements and performance standards have been reviewed and discussed.

a. Signature of Employee

b. Date

c. Signature of Rating Official

d. Date

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SECTION III - INTERIM PERFORMANCE RATING/FEEDBACK, PART I

12. COMPLETE AT INTERIM PERFORMANCE RATING

a. Date of Interim Meeting

b. Narrative Description of Managerial Competency Performance

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SECTION III - INTERIM PERFORMANCE RATING/FEEDBACK, PART II

13. COMPLETE AT INTERIM PERFORMANCE RATING

b. Performance
Appraisal Code

a. Critical and Non-Critical Job Elements

b. Narrative Description of Job Elements

E S SP M U

14. Certification

a. Signature of Employee

b. Date

c. Signature of Rating Official

d. Date